DOCUMENT RESUME

ED 385 744 CE 069 660

TITLE	Annual Performance Report 1993-1994 for the Vocational Education State Administered Program under the Carl D. Perkins Vocational and Applied Technology Education Act of 1990.
INSTITUTION	Arkansas State Dept. of Education, Little Rock. Div. of Vocational and Technical Education.
PUB DATE	30 Jun 94
NOTE	69p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Academic Standards; Adult Vocational Education; Annual Reports; Articulation (Education); Community Colleges; Consortia; Cooperative Education; Coordination; Core Curriculum; Correctional Education; Disabilities; Disadvantaged; Displaced Homemakers; *Enrollment; Inservice Teacher Education; Integrated Curriculum; Leadership; One Parent Family; Outcomes of Education; Pregnant Students; Program Effectiveness; *Program Implementation; *Program Improvement; Secondary Education; Sex Fairness; Special Needs Students; *Statewide Planning; Tables (Data); Technical Institutes; Tech Prep; Two Year Colleges; *Vocational Education
IDENTIFIERS	*Arkansas; Carl D Perkins Voc and Appl Techn Educ Act 1990

ABSTRACT

During the 1993-94 program year, 75% of Arkansas' grade 7 through 12 students were enrolled in at least one vocational education (VE) course. Of those students, 52,847 were either academically disadvantaged, disabled, or limited English speaking. In addition, 15,940 and 8,008 students were enrolled in VE programs at Arkansas postsecondary technical institutes and technical and community colleges, respectively. Among the highlights of Arkansas' VE program during 1993-94 were the following: development and implementation of curriculum frameworks for each vocational occupational area of study; implementation of applied mathematics and applied biology/chemistry or physics in most school districts; continued development of strategies for integrating curriculum content in high school and adult education programs; creation by the state legislature of a two-pathway system for education and training consisting of college prep and tech prep core curricula; designation of 1 correctional education, 3 tech prep, and 20 secondary school programs as exemplary; continuation of efforts to provide equal access to recruitment, enrollment, and placement of special needs students; and continued efforts by 13 consortia to strengthen links between secondary and postsecondary education. (Appended are tables detailing enrollment in secondary and postsecondary VE programs in Arkansas.) (MN)

ED 385 744

Vocational and Technical Education Division

Arkansas Department of Education

Annual Performance Report

The Carl D. Perkins Vocational and Applied Technology Education Act of 1990

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

July 1, 1993 - June 30, 1994

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Wright

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

CE069660

ANNUAL PERFORMANCE REPORT - 1993-1994
FOR THE VOCATIONAL EDUCATION STATE ADMINISTERED PROGRAM
UNDER THE CARL D. PERKINS
VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION
ACT OF 1990

Arkansas Vocational and Technical Education
Division of the Department of Education
State Education Building West
Little Rock, Arkansas 72201-1083

Lonnie McNatt, Director

ANNUAL PERFORMANCE REPORT

TABLE OF CONTENTS

		Page
	INTRODUCTION	
I.	PERFORMANCE STANDARDS AND CORE MEASURES	1
	Progress made in developing, articulating, and implementing the statewide system of performance standards and core measures	1
	Secondary performance standards and core measures	1
	Educational attainment	1
	Occupational competence	3
	Access and Equity	4
	Postsecondary performance standards and core measures	5
II.	SECONDARY, POSTSECONDARY, AND ADULT OCCUPATIONAL PROGRAMS, SERVICES, AND ACTIVITIES	5
	Division of Title II, Part C Funds	5
	Secondary institutions	5
	Types of secondary institutions conducting programs	7
	Achievements of programs, services, and activities	7
	Postsecondary institutions	9
	Achievements of programs, services, and activities	10
	Integration of academic and vocational education	10
	Services to special populations	11
III.	SINGLE PARENT/DISPLACED HOMEMAKER/SINGLE PREGNANT WOMEN PROGRAMS	12
	Services provided to single parents, displaced homemakers, and single pregnant women	13
	Special activities that are unique and/or effective	14
IV.	SEX EQUITY	15
	Achievements and services provided to reduce sex bias and stereotyping in vocational education	15
	Preparatory services	17
V.	CRIMINAL OFFENDERS IN CORRECTIONS INSTITUTIONS	17

VI. SPECIAL POPULATIONS 19

Services and activities provided with federal vocational education funds 19
Services and activities provided with state funds 22
Interagency collaboration 22
Interagency project 23

VII. STATE LEADERSHIP AND PROFESSIONAL DEVELOPMENT 23

Delegation of administrative and state leadership responsibilities 27

VIII. COMMUNITY-BASED ORGANIZATIONS 27

Students served by CBOs 27
Number of CBOs participating 27
Programs, services, and activities 27
Child Care 27
Drop-out prevention 28

IX. CONSUMER AND HOMEMAKING EDUCATION 28

Achievements in depressed areas 29
Achievements in non-depressed areas 29
Achievements in state leadership, administration, and coordination with sex equity supervisor 29
Program development, program improvements, curriculum, and other ancillary services 29
Course content guides 29
Vocational student organization 30
Student competency-testing program 30
Coordination with other state agencies 30
Program benefits 31

X. TECH PREP 32

Impact of services 32
Planning between secondary and postsecondary institutions 32
Benefits of Tech Prep for special population students ... 33
Preparatory services 33
Impact on guidance counselors, teachers, and others 34
Successful strategies and barriers in the Tech Prep program 34
Exemplary programs 35

XI. INTEGRATING APPLIED ACADEMICS INTO VOCATIONAL EDUCATION . 35

Activities conducted by the state in developing and implementing applied academics into vocational-technical education 35
Local educational agency activities 36
High Schools That Work Model 38

XII. GUIDANCE AND COUNSELING 40

State Occupational Information Coordinating Committee activities 42

XIII. REPORT OF DESIGNATED RESPONSIBILITES SUBMITTED TO THE STATE BOARD BY THE STATE BOARD OF HIGHER EDUCATION 43

Performance standards and core measures 43
Programs, services, and activities 44
Size, scope, and quality 44
Integration of academic and vocational education 45
Participation of special populations students 47
State leadership and professional development 48

XIV. EXEMPLARY PROGRAMS 48

APPENDIX A SECONDARY ENROLLMENT 50

APPENDIX B POSTSECONDARY TECHNICAL INSTITUTES ENROLLMENT 52

APPENDIX C TECHNICAL AND COMMUNITY COLLEGES ENROLLMENT 54

INTRODUCTION

The Annual Performance Report describes the programs, services, and activities funded under the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. The report is authorized by the Education Department General Administrative Regulations (EDGAR) 34 CFR 80.40 and covers the 12-month period beginning July 1, 1993 and ending June 30, 1994. Guidelines furnished by the Office of Vocational and Adult Education have been followed in developing this report.

The end of this program year also ended the first three-year cycle of the Perkins Act. Curriculum frameworks for planned sequential programs of study have been developed and implemented for each vocational occupational specific area of study. The program of study includes required foundation courses and recommended courses for technical specialties. A majority of the school districts have implemented applied mathematics and applied biology/chemistry or applied physics. Strategies for integrating curriculum content are continually being developed by academic and vocational teachers.

State legislation has created a two pathway system for education and training in Arkansas. Every school district is required to offer a college prep core curriculum and a tech prep core curriculum. Students are required to graduate from at least one of the pathways; however, many students may actually complete both pathways. Standards for Accreditation, Arkansas Public Schools, Revised Edition were adopted by the State Board of Education in May, 1993.

Twenty secondary schools in 18 school districts have been designated "High Schools That Work." Each participating school is committed to improving student achievement by combining vocational instruction with college preparatory course content in English, mathematics, and science. The state, local, and private sector partnerships enable school principals and faculty to rethink and fundamentally change schools to create a challenging program of academic and vocational studies. The High Schools That Work model focuses on raising student expectations, achievement, and prepares them for both employment and postsecondary education.

Positive efforts continued to provide equal access to recruitment, enrollment, and placement of students who are members of special populations. A strong assessment

program at the secondary and postsecondary level assures that students are encouraged to enroll in programs where successful completion is highly possible.

The General Education Division of the Department of Education reported that 200,183 students were enrolled in grades 7 through 12 for program year 1993-1994. The computerized data system managed by the Vocational and Technical Education Division reports 150,130 or 75 percent of grade 7 through 12 students enrolled in at least one vocational education course. Over one-third, or 52,847, of the students enrolled in vocational education were reported as academically disadvantaged, disabled, or limited-English speaking.

Thirteen consortia continued to strengthen the linkage between secondary and postsecondary education through activities supported by Title III, Part E, Tech Prep funds. Progress was made in identifying areas for articulation and in working out the many details involved in aligning curriculum content so that secondary students may complete a program of study at the postsecondary level without having to re-enroll in courses previously taken.

The State Board continued to delegate responsibility for the administration and supervision of postsecondary technical colleges and community colleges to the State Board of Higher Education.

I. PERFORMANCE STANDARDS AND CORE MEASURES

Progress made in developing, articulating, and implementing the statewide system of performance standards and core measures

Performance standards and core measures for secondary vocational education programs have been developed, reviewed, and approved by the Committee of Practitioners and approved by the State Board.

Secondary performance standards and core measures

Educational attainment

Measure 1: Starts 1992-1993

Number of secondary students enrolled in one or more vocational education courses.

Standard: Evidenced 1993-1994

Sixty percent or more of the total secondary school population will be enrolled in vocational education courses.

Process:

Student Initial Information forms furnished to all vocational education teachers were used to report each student by name, social security number, race, sex, grade, type (disabled, academically disadvantaged, LEP), age, grade level, and course. The state computerized data system unduplicates students enrolled in more than one vocational course to the extent that valid social security numbers are reported.

In 1993-1994, a total of 150,130 males and females were enrolled in at least one vocational education course in grades 7 through 12. During the same period, the total of all students enrolled in grades 7 through 12 was reported to be 200,183.

These enrollment figures reveal that 75 percent of all students enrolled in grades 7 through 12 were enrolled in at least one vocational education course. This result exceeds the standard of 60 percent.

Measure 2: Starts 1992-1993

Students completing a Tech Prep Program of Study.

Standard: Evidenced 1998

Increase in number of students completed a Tech Prep Program of Study.

Process:

Beginning with the 1997-1998 program year, school districts will be required to attach a seal, stamp, or other symbol to transcripts and high school diplomas awarded to students who complete either path of the dual path curriculum with a minimum grade point average of 2.75. The Vocational Student Initial Information form furnished to vocational teachers annually provided space to report the number of students who have declared a tech prep program of study and/or who are enrolled in a tech prep course. The tech prep program of study includes a core curriculum as well as a sequential program of occupational preparation courses. In 1993-1994, vocational education teachers reported 13,196 students as tech prep students.

Measure 3: Starts 1992-1993

Vocational students entering postsecondary education, gaining employment, or enlisting in the military.

Standard: Evidenced 1994-1995

Students enrolled in one or more vocational education courses will enter postsecondary education, gain employment, or enlist in the military at a placement rate of not less than 80 percent.

Process:

The Student Follow-up form is mailed several months after students have graduated. Teachers report the placement status of students completing a declared program of study.

The status of students reported on the enrollment tables for 1993-1994 in Appendix A will not be available until 1994-1995. The placement figures shown on the enrollment table are for students who completed the secondary program in 1992-1993. The placement rate for these completers is 91.3 percent.

Occupational competence

Measure 1: Starts 1992-1993

Students completing the Tech Prep Common Core (i.e. Workplace Readiness, Personal/Family Life Skills, Career Orientation, Keyboarding, and Computer Technology).

Standard: Evidenced 1995-1996

Increase in students completing the Tech Prep Common Core.

Process:

All tech prep completers are required to complete the tech prep foundation courses consisting of:

- * 1/2 unit Keyboarding;
- * 1/2 unit Computer Technology;
- * 1/2 unit Personal and Family Life Skills or Family Dynamics;
- 1/2 unit Workplace Readiness; and
- 1/2 unit Career Orientation.

* To allow students the flexibility to take more advanced level courses (both academic and vocational) at the high school level, the foundation courses as indicated by the asterisks may be taken in grades 5 - 8.

Measure 2: Starts 1992-1993

Students achieving mastery of technical specialty.

Standard: Evidenced 1993-1994

Increase in number of students achieving mastery of technical specialty.

Process:

All occupational program areas for which a competency test exists are required to participate in the state's Vocational Student Competency Testing Program. School districts receive information on the

student competency testing program as well as instructions for administering the tests annually.

Test analysis from the answer sheets returned to the computing services at the University of Arkansas are returned to the schools. Local educational agencies (LEAs) compare the scores on the Individual Student Reports with the statewide composite reports to determine how local students compare with all students taking the same test. Students/programs not meeting the state's benchmark are required to file a Program Improvement Plan.

Access and Equity

Measure 1: Starts 1992-1993

Special populations enrolling in vocational education are proportionately representative of special populations enrolled in the school.

Standard: Evidenced 1993-1994

Process:

LEAs receiving Title II funds report this information on the Special Populations/Site Priority Determination Worksheet contained in the local application. A review of the worksheets indicated that, for the most part, the proportion of special population students enrolled in vocational education is equal to and, in some instances, less than the total number of special population students enrolled in the school.

Measure 2: Starts 1992-1993

Students enrolled in vocational courses compared to the total school enrollment reflect equity by race and gender.

Standard: Evidenced 1992-1993

Enrollment in vocational courses indicates that substantial progress is being made in improving access to educational and occupational opportunities for all students.

Process:

A comparison of total enrollment by race and gender in grades 7 through 12 and enrollments for the same grades in vocational education programs reveals a nearly equal ratio by race and gender. The following figures support this statement:

	All students	Vocational education students
Males	51.28 %	51.03 %
Females	48.72	48.97
White	74.76	72.98
Non-white	25.24	26.78

Postsecondary performance standards and core measures

The computerized data system is used to report progress on the postsecondary performance standards and core measures. All data will become baseline data for future reports.

II. SECONDARY, POSTSECONDARY, AND ADULT OCCUPATIONAL PROGRAMS, SERVICES, AND ACTIVITIES

Enrollment tables for secondary education, postsecondary technical institutes, and technical and community colleges are included in Appendices A, B, and C.

Division of Title II, Part C funds

An examination of enrollments in secondary and postsecondary and adult vocational education programs showed that 80.6 percent of the total vocational education enrollment was at the secondary level; 19.4 percent of the enrollment was at the postsecondary and adult level. Title II, Part C funds were distributed by formula in the amounts the secondary/postsecondary percentage calculations yielded.

Secondary institutions

The secondary formula contained in Section 403.112, which was used to determine the amount to which each eligible recipient was entitled, contained the following three factors:

- Chapter 1 funds distributed to the local educational agency;

- K-12 disabled enrollment; and
- K-12 plus adults enrolled in vocational education.

Data for the 1992-1993 program year was used in the calculation.

A total of 316 local education agencies (LEAs) were notified by letter of the entitlement calculated by the formula. The notification explained the $15,000 minimum grant amount and suggested the following alternatives for meeting the minimum grant requirement:

- One or more LEAs could enter into a consortium with other LEAs;
- One or more LEAs could enter into a consortium with an educational cooperative; or
- One or more LEAs could enter into a consortium with a secondary area vocational center.

LEAs that continued activities started in the previous year submitted narratives describing planning efforts for the third year of the three-year period of the local application. New budget pages were submitted with the narrative. Changes in the percentage distribution of special populations students were reported on forms provided.

If a LEA whose entitlement was greater than $15,000 and who had been a member of a consortium the previous year wished to keep the entitlement the third year, a local application had to be completed and submitted for approval.

A copy of the local application is part of the approved Arkansas State Plan for Vocational and Applied Technology Education, July 1, 1991 through June 30, 1994.

At the end of the program year, recipients submitted a program accountability report describing the previous year's activities and an expenditure report listing by purpose amounts spent. Any funds the LEA did not spend by June 30 were returned to the State Board. Returned funds were reserved for distribution in the following year.

Types of secondary institutions conducting programs

Programs, services, and activities were conducted with funds provided by the Act in the following configuration of LEAs:

- 56 single LEAs;
- 5 consortia of LEAs representing 11 single LEAs;
- 1 secondary area vocational center representing 8 single LEAs; and
- 15 education cooperatives representing 241 single LEAs.

Achievements of programs, services, and activities

Programs of sufficient size, scope, and quality to be effective were achieved through the a variety of means.

The provision in the secondary funding formula that provided for 70 percent of Title II, Part C funds to be distributed in a ratio equal to Chapter 1 funds received by the LEA. Chapter 1 of the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988 has as its purpose:

> "To improve the educational opportunities of educationally deprived children by helping such children succeed in the regular program of the LEA, attain grade-level proficiency, and improve achievement in basic and more advanced skills. These purposes shall be accomplished through such means as supplemental education programs, school-wide programs, and the increased involvement of parents in their children's education."

Chapter 1 funds are intended to assist LEAs with high concentrations of educationally disadvantaged children. The intent of Chapter 1 legislation was extended to the secondary formula contained in the Act through the 70 percent provision.

The provision in Section 403.111 requiring that each eligible recipient that receives an entitlement give priority for assistance to sites or programs that serve the highest concentrations of individuals who are members of special populations. A Special Population Determination Worksheet contained in the local application

was used to report the total number of male and female students in grades 7 through 12 and report the number of students, unduplicated, by the following classifications:

- Disabled (eligible for an IEP);
- Physically disabled (not eligible for IEP);
- Academically disadvantaged;
- Students receiving free/reduced price lunch;
- Foster children;
- Children of migrant families;
- Limited English Proficiency;
- Secondary school dropouts (re-enrolled);
- Potential dropouts;
- Number in corrections;
- Single parents; and
- Non-traditional students (male or female).

LEAs desiring to prioritize by program furnished the same information by vocational education class within broad program areas such as agricultural education and business education.

Priority for funding programs, services, and activities was determined by the data reported on students who were members of special populations.

Recipients were required to spend a portion of funds provided under the Act for state-sponsored inservice training designed to improve programs.

Recipients provided notification to students and parents of students no later than the beginning of the 9th grade of the opportunities available to students in vocational education. A variety of methods was used by LEAs to accomplish this requirement. Included in the methods were letters to parents, brochures, individual parent-teacher conferences, and school-wide parent-teacher meetings.

Recipients assessed the needs of special populations students.

Recipients described the plan for integrating academic and vocational education through a planned sequence of courses so that students achieve both academic and occupational competencies. Recipients were requested to replicate the state model when planning the coherent sequence of courses.

Many factors were considered when evaluating the size, scope, and quality of a vocational education program. Included in the factors were:

- The funding available to the recipient;
- Data on the numbers and types of students who are members of special populations;
- The opportunities for administrators, counselors, and teachers to participate in quality inservice training;
- Parental involvement in determining a student's program of study;
- Assessment of the special needs of students who are members of special populations; and
- A planned, sequential program of studies that leads to academic and vocational excellence.

Postsecondary institutions

Title II, Part C funds were distributed to postsecondary and adult vocational education programs by a formula that calculated the ratio of Pell Grant and Bureau of Indian Affairs Grant recipients enrolled in vocational and technical education programs.

Using enrollment in vocational education programs as the criteria for dividing funds between secondary and postsecondary, 19.4 percent of the funds were designated for distribution to postsecondary institutions. Thirty-two institutions that consisted of 10 technical colleges, 7 technical institutes, 3 vocational technical schools, 2 two-year branch campuses of four-year colleges/ universities, and 10 community colleges were considered in the distribution process. The $50,000 grant requirement

was applied to the first run of the formula and 21 institutions were eliminated for funding. Funds were distributed to the remaining 11 postsecondary institutions.

Achievements of programs, services, and activities

Programs of sufficient size, scope, and quality to be effective were achieved through the following means:

- The $50,000 minimum grant award prescribed in the funding formula;
- Extensive efforts to recruit students, including adults, who were members of special populations;
- Entry-level assessment of all students which enabled students to enroll in academic and vocational education programs which interest and aptitude deem appropriate;
- Computer-aided instructional laboratories that provided instructional assistance and a variety of software needed to strengthen learning;
- Positive working relationships with JTPA, community-based organizations, and business and industry; and
- Improvement of vocational education programs through the purchase of equipment, including adaptive equipment for disabled students, and instructional materials.

Integration of academic and vocational education

Much of the integration of academic and vocational education in the postsecondary technical institutes was accomplished in computer-aided instructional laboratories (CAIs) or in the vocational classroom or shop. Academic concepts needed to succeed in the classroom were reinforced through a variety of software materials. Representatives of business and industry were involved in identifying software that provided relevant computer applications. In addition, hands-on training in advanced applications of computerized information processing techniques pertaining to specific occupational areas were provided.

Mathematics skills taught in the postsecondary setting included all types of mathematical operations with concentration on the skills required in a particular occupational specialty. Topics included in communications were grammar, spelling, writing a resume, being interviewed for a job, and being able to organize thoughts into a logical order.

In some instances, school-to-work transition activities and job placement services were included as a component of the CAI lab. This enabled staff members to work with students on a one-to-one basis as the education and training goal was pursued. Counselors worked with the staff to ensure that a coherent sequence of courses was developed for each student. Counselors also worked to improve work habits, attitudes, and self concepts. Tutorial assistance was provided in the laboratory if the initial assessment revealed the need or if a classroom instructor deemed it appropriate.

Services to special populations

Counseling and support services were provided to students who were members of special populations. In some institutions, special populations' coordinators managed the CAI lab. These individuals assisted students with academic instruction through individualized learning systems and one-on-one instruction. When necessary materials and equipment were adapted for use by students having special learning problems.

Counselors were responsible for assessing students for placement in both academic and vocational education programs. Entry assessment instruments used included:

- Pictorial Inventory of Career Clusters;
- Tests of Adult Basic Education (TABE);
- General Aptitude Test Battery (GATB);
- Self Exploration Inventory;
- Arkansas Occupational and Educational Information System (AOEIS);
- Wonderlic Problem Solving Test; and
- Nursing Entrance Test (NET).

Individualized Written Vocational Plans were written for all students having special needs and for those students who were disabled. Support services were enhanced by institution staff working with agencies and organizations providing social services such as the Department of Human Services, Arkansas Rehabilitation, and regional mental health clinics. Foreign born postsecondary students needing instruction in English were encouraged to enroll in adult basic education classes where special classes are conducted for this group. Counselors monitor attendance of special needs students and are quick to offer assistance with personal problems that impede student progress. Many of the postsecondary students who are identified as needing special services are eligible for JTPA assistance.

Counselors disseminated information about career opportunities, including non-traditional careers, through brochures and advertisements in newspapers and on radio and television, tours of facilities, and presentations to community groups.

III. SINGLE PARENT/DISPLACED HOMEMAKER/SINGLE PREGNANT WOMEN PROGRAMS

The sex equity supervisor is responsible for the coordination and operation of the Single Parent/Displaced Homemaker/Single Pregnant Women program. Federal funds supported ten Career Development Centers that provided services to single parents, displaced homemakers, and single pregnant women.

Slightly more than 2,500 single parents, displaced homemakers, and single pregnant women were served by the career centers during the previous year.

The center administrators collected information that was used to profile specific characteristics of program participants.

- Slightly over 90 percent of the participants were female. Although males represented a small part of client participation (9.3 percent), this percentage indicates that males are beginning to assume parental responsibilities.

- White and black participants constituted 98 percent of all clients served, 59 percent and 39 percent, respectively. Current population trends indicate growth in the Hispanic population.

- A majority of the participants had a high school or less education indicating a critical need for education and training for individuals who plan to enter the workforce.

- Nearly 70 percent of the participants reported receiving public assistance that included: AFDC, food stamps, Medicaid, SSI, social security, and/or unemployment compensation.

- Over 66 percent of the participants were unemployed.

- At the conclusion of a 20-hour workshop, approximately 57 percent of the participants were placed in a job or an educational institution.

Nearly 500 pregnant or teen parents received support services from the centers. Over 60 percent were black and over 80 percent were under the age of 18. Three of the teens were 13 years old, 23 were 14 years old, and 56 were 15 years old. The grade level of the teens began at the 7th grade.

Services provided to single parents, displaced homemakers, and single pregnant women

The primary purpose of the program is to provide accessible job training, career counseling, educational opportunities, and support services. Specifically, the services included conducting 20-hour workshops where participants were given a vocational assessment and presentations were made on topics such as career planning, resume writing, goal setting, stress management, money management, and other issues related to participant needs.

Funds were provided for child care, tuition and books, and transportation for qualified individuals who participated in workshops or enrolled in job training or educational programs.

Each center is staffed with a full-time coordinator whose duties include:

- Recruiting;
- Counseling;
- Assessing interests and abilities;
- Referring clients to education and training programs;
- Assisting in securing services not provided by the center; and
- Assisting in placing clients into paying occupations.

The sex equity supervisor conducted on-site evaluations at each of the centers. Each center coordinator submitted monthly, quarterly, and annual narrative and statistical reports.

Special activities that are unique and/or effective

The North Arkansas Family Development Center is a non-profit, community-based membership organization formed by service agencies, businesses, and members of the target population. The center is a multi-county collaborative operating in a rural Ozark mountain region with a high percentage of low-income single parents. Isolation, high unemployment, the lack of skilled work opportunities, adequate child care, and other support systems are some of the major barriers to this target population. Not only are the resources in the area limited and scattered, they are often poorly coordinated and hard to access. The primary mission of the North Arkansas Family Development Center is to develop and coordinate a network of public and private service agencies, businesses, congregations, and other community groups and organizations to provide accessible job training, career development, support services, and educational programs for low-income single parents, homemakers, displaced homemakers, and pregnant and teen parents and their families. In addition to a Perkins single parent grant, funding for the center has been secured from private foundations and corporations. Six VISTA volunteers work in the counties served by the center.

IV. SEX EQUITY

The equity supervisor reviewed all proposals and applications for Perkins funds. This supervisor serves on the State Plan Steering Committee, the Performance Standards and Cores Measures Committee, the Perkins Monitoring Committee, the Tech Prep Team, and the Arkansas Youth Apprenticeship Review Committee.

The mission of the vocational sex equity program is to administer the single parent, displaced homemaker, single pregnant women programs, and the sex equity programs as described in the Act.

The goal of vocational equity is to expand life and career options for all students and to ensure that they have support, resources, and opportunities to enter and succeed in vocational programs.

Funds were allocated to secondary school districts, two-year postsecondary institutions, and a community-based organization. Ten programs targeted single parents, displaced homemakers, and single pregnant women. Nine programs targeted efforts to reduce sex role stereotyping and sex bias.

<u>Achievements and services provided to reduce sex bias and stereotyping in vocational education</u>

Examples of services provided and resultant achievements in the continuing efforts to reduce sex bias and stereotyping in vocational education programs were reported in narrative reports submitted by project participants.

- Financial assistance was provided for child care for 13 female students so they could continue high school, complete the GED, or attend postsecondary vocational-technical training. Eleven students stayed in school or completed their educational programs. Assessments were completed and individualized career profiles were set up on each of the students in the program. Counseling was provided by the teen support coordinator and the high school counselor. Frequent contact was made with each student to observe their health, educational, and emotional development..

- A recruitment, assessment, and identification program was developed at a postsecondary technical institution to encourage enrollment of non-traditional students. Major emphasis was placed on identifying non-traditional training that correlated with student aptitude and ability, and placing students in vocational programs that would maximize the chance for success in the workplace. Sex equity funds assisted nine female students and four male students pursuing careers in non-traditional program areas.

- The sex equity specialist at a secondary school gave presentations on career options to 8th, 9th, 10th, and 11th grade students in the district and worked individually with approximately 300 students on the Discover career guidance program. The specialist also presented equity workshops to some 175 teachers and two community groups.

- The Educating Parenting Teens project was developed by a secondary area vocational center to meet the needs of pregnant teens and adolescent parents. The project served 31 teen parents or pregnant teens by providing the following services:

    - Career development plans based on a vocational assessment;

    - Realistic goal-setting and decision-making activities;

    - Personal and career counseling; and

    - Childcare when needed.

- The Supplemental Instructional Support program at a postsecondary community college provided instructional support to 150 females enrolled in mathematics and science courses.

Tech prep, school-to-work transition, and youth apprenticeship programs provided excellent opportunities for young women to prepare for non-traditional, high-wage jobs.

Many apprenticeships lead to high-wage, high-skill occupations with built-in career ladders designed to increase wages and responsibilities as new skills are learned. The current apprenticeship system serves only a small number of the girls and women who are interested in these kinds of training opportunities.

Strategies to increase participation of females in youth apprenticeship programs in Arkansas include:

- Setting yearly goals for improving the participation of women;
- Monitoring on-going youth apprenticeship programs;
- Providing technical assistance in recruitment activities; and
- Providing support services to women in apprenticeship programs.

Preparatory services

Instructional support services were provided for females enrolled in math and science courses by using:

- Peer and professional tutoring;
- Testing for specific areas of deficiency;
- Self-paced instructional materials;
- Study skills seminars;
- Seminars which encourage pursuit of non-traditional careers;
- Support groups; and
- Counseling.

V. CRIMINAL OFFENDERS IN CORRECTIONS INSTITUTIONS

Funds designated for criminal offenders in corrections institutions were distributed to the Arkansas Department of Correction (DOC) for use at Riverside Vocational Technical School located on the grounds of the Varner unit.

Riverside conducts classes at four units within the prison system: Pine Bluff Work Complex, Wrightsville, Varner, and the Tucker Unit. Women inmates are housed at Tucker.

Incarcerated individuals must meet the following criteria to be eligible for enrollment in vocational education programs:

- Possess no marketable skills;
- Were unemployed or underemployed at the time of incarceration;
- Have a low educational functioning level; and
- Are within 15 to 18 months of parole.

Vocational programs are accessible to all inmates incarcerated in the DOC who meet the above listed criteria. Participation is voluntary. Any inmate desiring to enter a vocational education training program first completes a vocational skills assessment test. Counselors evaluate the completed tests with each inmate and guide the individual into a program where he or she has the best chance for successful completion.

Instruction is competency based, individually paced, and permits open entry/open exit. Each enrollee daily receives one hour of instruction in mathematics and one hour of instruction in reading. Because of the low, functional educational level of the inmates, much of the math and communications instruction is remedial. On a scale of K-12, the average functional educational level of all inmates in the system is 5.5. Gains in mathematics and communication skills have been evidenced by tutorial computer programs and one-on-one tutoring. Inmates whose functional educational level is at an acceptable level receive instruction in mathematics and communications that relate to the skill area they are pursuing.

Inmates enrolled in vocational education programs who do not have a high school diploma or General Educational Development diploma are enrolled in the academic program conducted by the DOC for one-half day a week.

In addition to formal, structured vocational education programs, eligible inmates may receive on-the-job training in the graphic arts, microfiche, and printing programs through cooperative programs administered jointly by Arkansas Prison Industries and Riverside Vocational Technical School.

Perkins 1 percent funds were used to purchase equipment for a new food services program. The facility where the new program is located was built with prison labor.

The vocational education program in the DOC is an exemplary program that strives to serve incarcerated men and women at four locations. At the conclusion of the training inmates receive a certificate of proficiency. If they have not completed high school, they will have been given the opportunity to acquire the GED.

VI. SPECIAL POPULATIONS

Services and activities provided with federal vocational education funds

All students attending public and private schools, including special populations students and their parents, were provided information about the opportunities in vocational education prior to entry into the 9th grade.

A cadre of trained Tech Prep/Special Populations Coordinators representing 241 LEAS were responsible for facilitating, planning, and implementing vocational assessment and evaluation, vocational instruction, and support services for students who are members of special populations.

A total of 35,800 students were identified as members of special populations and provided the following services:

- Career interest inventories were administered to 24,055 students;
- Learning styles inventories were administered to 24,475 students;
- Vocational (full battery) assessments were administered to 13,005 students;
- Evaluation reports of vocational assessments were prepared and presented to counselors, students, and parents;
- Career Development Plans were prepared for 15,900 students;
- Individualized Written Vocational Plans were written for 3,126 academically disadvantaged students;

- Transition plans were developed for 1,638 disabled students; and

- Vocational components of the Individualized Education Plan (IEP) were written for 1,294 disabled students.

The learning styles inventory and vocational interest inventory were usually administered in the 8th grade. The full-battery assessment is normally administered to special population students in the 9th or 10th grade. Evaluation reports together with programs of study, academic achievement, medical, psychological, and personal/social development records are retained by counselors.

Examples of the services and activities provided to students who are members of special populations were described in the annual accountability report required from each recipient of Perkins funds.

> "Equal access for special population students was achieved by strong cooperation between the vocational staff, academic staff, special education staff, counselors, and the educational cooperative of which the LEA is a member. Media announcements before the beginning of the school year provided awareness of course offerings and non-discrimination policies.
>
> All 8th and 9th grade students received a booklet entitled Planning the Pathway to Your Future outlining all course offerings, prerequisites, vocational/technical programs of study, Tech Prep core curriculum, Arkansas Academic Challenge Scholarship information, and diploma requirements. The booklet was carefully explained to the students who were requested to share the information with their parents. Tech Prep brochures were disseminated to civic organizations, parent meetings, career orientation classes, and faculty meetings.
>
> "Career orientation students were administered the CITE Learning Style Inventory and the Career Target Vocational Interest Inventory. Career Target provided career development activities that lead to the development of an individual four-year plan. Other career development experiences were provided through field trips and guest speakers. The use of Arkansas State Occupational Information Coordinating

Committee (ASOICC) developed AOEIS gave students a knowledge and understanding of state occupational trends.

"Special education teachers and vocational teachers worked together to determine services, modifications, and IEP objectives for special education students enrolled in vocational education programs.

"All special population students were identified by code for vocational teachers. This allowed teachers to plan appropriate programs and modifications within the least restrictive environment. Special population students in the 9th grade were administered the Valpar-Mesa Vocational Assessment. This provided students, teachers, counselors, and parents valid documentation of aptitudes, learning styles, vocational interest, special needs, and realistic job listings. This information was used for program planning, development of the IEP/IWVP, career choices, and determination of special services. Success in educational and training programs can happen only if the special needs of students are identified and accommodated."

"Peer helpers were assigned to limited English speaking students needing assistance, career and personal counseling was provided for all students, and faculty members were available before and after school hours to assist students having the greatest needs. Students were given opportunities to experience success in the classroom. All sophomore parents were invited to an individual conference to assist in planning the program of study. Ninety-seven percent of the eligible parents responded to the invitation."

"A part-time special populations coordinator was hired to specifically develop and implement strategies to assure full access in recruitment, assessment, career development, and transition. The coordinator participated in several inservice initiatives in general areas such as High Schools That Work and specialized equity and gender awareness training. The coordinator met individually with students having difficulty in applied academic classes, and assisted the regular counselor in the recruitment of students into vocational education programs, checked preregistration forms, met with parents to write a four-year plan of study, presented various in-class sessions on career development, and coordinated a career fair at the junior high school."

Inservice training for school administrators, counselors, vocational teachers, and special education personnel continues to be a vital component of the services and activities provided to improve opportunities for special populations students.

Services and activities provided with state funds

Coordinated Career Education (CCE) I and II combine classroom instruction with alternating periods of on-the-job training. Students with disabilities and/or academic disadvantages who are at least 16 years old, enrolled in the 11th or 12th grade, and who have adequate employability skills for entry-level jobs or sheltered employment are eligible for enrollment into the program. Through these programs, 489 students with disabilities and 471 academically disadvantaged students received classroom instruction and on-the-job training. A state-sponsored vocational student organization provides leadership training, skills contests, and motivational activities for CCE student members.

Coordinated Compensatory Vocational Education (CCVE) provides mathematics, reading, language arts, science, social studies, and life/employability skills for disabled and academically disadvantaged students enrolled in grades 7 through 12. Instruction is individualized and prescriptive and, in many classrooms, accomplished with tutorial computer software. It is expected that CCVE programs will improve the basic skills of students pursuing the tech prep path thus enabling them to experience success in applied academics as well as occupational preparation programs. There were 76 of these programs in operation in the 1993-1994 program year that served 849 disabled and 2,155 academically disadvantaged students.

Interagency collaboration

State Board staff represent the Board on the Governor's Interagency on Self Sufficiency (ICSS) and the Governor's Increasing Capabilities Access Network (ICAN).

The mission of ICSS supports the developing of independence for disabled people. ICAN provides free information and referrals to individuals needing assistive technology. This is accomplished at Technology Assistance Centers established to serve people of all ages and disabilities. These centers address specialized areas

including communication/computer access, independent living, language/learning, deaf/hearing impairments, and blind/visual disabilities.

Interagency project

Several years ago, a THEIL Braille Embosser and large print copier were purchased with state vocational special needs funds for a special project at the Wrightsville unit of the Department of Correction. The project is cooperatively administered by the Arkansas Department of Education, Special Education Section, and Educational Services for the Visually Impaired with support from the Vocational and Technical Education Division staff.

The equipment is used to translate textbooks for visually impaired secondary and postsecondary public school students. During the preceding year, 186 volumes comprising 45,618 pages were translated into large print and 881 volumes containing 76,620 pages were translated into braille. The translated materials benefited over 200 vocational students. Through this project, several inmates have been certified by the Library of Congress in the braille technique.

VII. STATE LEADERSHIP AND PROFESSIONAL DEVELOPMENT

Funds provided for state programs and state leadership activities were used for:

- Conducting professional development activities that included inservice training for administrators, counselors, and teachers in programs and techniques for integrating academic and vocational education.

- Supporting the Arkansas Vocational Curriculum Dissemination Center (AVCDC) housed at the University of Arkansas in Fayetteville. The AVCDC is a statewide instructional resource programs that provides the following services for educators and administrators:

    - Curriculum, video, and software preview and/or purchase. AVCDC has a collection of approximately 6,500 curriculum guides (teacher editions), 750 VHS videos, and 275 software programs;

- Dissemination of complimentary materials;
- Conference displays and exhibits;
- Inservice training on a variety of topics related to developing curriculum;
- Instructional resource searches;
- Development, printing, and dissemination of curriculum materials including secondary course content guides, and postsecondary vocational-technical course syllabi; and
- Free loan of national, regional, state, local, and commercially-developed curriculum materials to assist with writing and updating programs.

- Securing membership in the following associations that support the activities required to provide quality programs:

  Agency for Instructional Technology (AIT); Mid-America Vocational Curriculum Consortium, Inc. (MAVCC); and Southern Region Education Board (SREB).

- Refining occupational program models that illustrate a planned program of occupational preparation;

  Models were developed by State Board staff for each major cluster within a broad occupational program areas.

- Conducting an assessment of vocational and technical education programs;

  An assessment of secondary and postsecondary vocational education programs was conducted prior to development of the State Plan. A copy of the assessment instrument and the results is included in the Plan.

- Developing performance standards and core measures

State Board staff developed secondary and postsecondary performance standards and core measures. A discussion of the standards and measures begins this report.

- Administering competency tests to measure the occupational competence standard relating to mastery of a technical specialty. The student competency-testing program is administered for the State Board by staff at the University of Arkansas in Fayetteville. To support the updating and refining of tests items, the State Board maintains membership in the following organization:

  Vocational Technical Education Consortium of States (V-TECS).

- Promoting partnerships among community-based organizations and governmental agencies. State Board staff are committed to improving vocational and technical education by coordinating services with the following associations, commissions, groups, and committees:

  Arkansas Advisory Council for Vocational-Technical Education;
  Arkansas Apprenticeship Coordination Steering Committee;
  Arkansas Cattleman's Association;
  Arkansas Childcare Facilities Review Board;
  Arkansas Early Childhood Commission;
  Arkansas Electrification Council;
  Arkansas Farm Bureau Federation;
  Arkansas Pork Producers Association;
  Arkansas Power & Light Company;
  Arkansas Professional Cooks and Chefs Association;
  Associated General Contractors of America, Arkansas Chapter;
  Increasing Capabilities Access Network;
  Interagency Council on Assistive Technology;
  Interagency Council on Self Sufficiency;
  National Automotive Technicians Education Foundation;
  Southern Farmers Association;
  State Job Training Coordinating Council;

State Occupational Information Coordinating Committee;
State Plumbing Apprenticeship Committee; and
Trade & Industrial Education Industry Council.

- Supporting Tech Prep education programs;

  A small amount of state leadership funds is used for staff working with the planning and implementation of Tech Prep programs.

- Supporting vocational student organizations;

  Leadership funds were used to pay salaries and benefits of State Board staff designated as State advisors for vocational student organizations. State advisors are responsible for providing leadership to youth organizations. District, state, regional, and national conferences designed to develop leadership qualities in youths and adults provide them with opportunities to compete in events organized to test skills acquired in the classroom. Membership in vocational student organizations in 1993-1994 demonstrates the commitment of the state advisors to this important aspect of vocational education.

	Numbers of Members
Distributive Education Clubs of America (DECA)	1,340
Future Business Leaders of America (FBLA)	18,683
Future Farmers of America (FFA)	13,019
Future Homemakers of America (FHA)	13,400
Health Occupations Students of America (HOSA - Secondary)	243
(HOSA - Postsecondary	440
Phi Beta Lambda (PBL)	1,288
Vocational Industrial Clubs of America (VICA - Secondary)	2,520
(VICA - Postsecondary)	1,032
Coordinated Career Education Chapter of Arkansas (CCECA Secondary Special Needs)	560
General Cooperative Education Clubs of Arkansas (GCECA)	1,390
Total	53,915

Delegation of administrative and state leadership responsibilities

The State Board delegated responsibility to the State Board of Higher Education (SBHE) for the administration and the supervision of vocational and technical education in the community and technical colleges under the administrative control of SBHE who are receiving federal funds provided under Title II, Part C, Section 232 of the Act. The State Board also delegated responsibility to the SBHE for conducting leadership activities in these colleges. A Memorandum of Understanding is executed annually and signed by the directors of both agencies. A representative of the SBHE staff serves as a permanent member of the State Plan Steering Committee.

VIII. COMMUNITY-BASED ORGANIZATIONS (CBOs)

Students served by CBOs

Child care projects	48 teen mothers 57 children
Drop-out preventions project	28 teens

Number of CBOs participating

In response to a RFP, three CBOs were approved for Title III, Part A funds for joint projects with local education agencies. Two of the projects are located in a metropolitan area; one serves five urban school districts. Two projects were submitted and approved for Centers for Youth & Families, Parent Center Programs and Metropolitan Vo-tech (a secondary area vocational center operated by the Little Rock School District). The third project was submitted by Child Development, Inc. and Hector School District.

Programs, services, and activities

Child care

Two of the projects provided child care, parenting education, and other support services for teen parents and their families. Parent training for teen parents was aimed at increasing parenting skills and acquiring knowledge of the developing child. Individual, group, and career counseling was provided to aid participants in selecting occupational training, including non-traditional careers. Group training sessions were conducted to

encourage mutual support and enhance the parent's self esteem. The primary purpose of the projects was to enable teen parents to remain in school and complete high school. Many of the participants met the eligibility requirements for JTPA funding for tuition and were placed into summer youth programs.

Some of the topics addressed in parenting education training sessions were: speech development, looking at books, learning while bathing, stress in parents, stress in children, setting personal goals, shopping and meals, living skills, budget management health issues, understanding aids, weight control, and studying for examinations.

A longitudinal study of one of the projects showed no repeat pregnancies and no low birth weight babies among the participants in the program during the last three years.

Drop-out prevention

Project Redirection included 45-minute weekly sessions designed to aid educationally and economically disadvantaged youth in discovering ways to heighten self esteem, learn problem-solving techniques, set realistic goals, and develop self reliance. The textbook, "Go For It", by Judy Zerafa, guided group discussions and small group exercises. The Barksdale Self-Esteem Evaluation pre-post test revealed a significant increase in self esteem self ratings by participants. An all-day retreat was organized for the the participants that featured group exercises to build self esteem, hiking, watching motivational videos, and sharing personal experiences.

IX. CONSUMER AND HOMEMAKING EDUCATION

Title III, Part B funds were used for four purposes related to over-all program improvement. These purposes were:

- Curriculum correlation;
- Leadership development - FHA STAR events program;
- Student competency testing; and
- Inservice training.

Achievements in depressed areas

Consumer and homemaking programs in economically depressed areas were given technical assistance in redesigning programs to conform to the recommended state model. This model integrates academic and vocational competencies through sequential programs of study. The model includes examples for correlating consumer and homemaking skills with related basic math and science skills.

Achievements in non-depressed areas

All students benefited from curriculum correlation of math, science and consumer and homemaking skills, the STAR events handbook, and the competency-testing program.

Achievements in state leadership, administration, and coordination with sex equity supervisor

The consumer and homemaking program manager co-chairs the team whose responsibility is to provide inservice training in planning and developing the planned, sequential program of study and integrating academic and occupational education. Many presentations on this initiative have been made to administrators, counselors, and teachers. Presentations have been made at meetings of equity project directors. The program manager serves on the State Plan Steering Committee and was represented on the performance standards and core measures committee as well as the program monitoring committee. Information and materials are shared by the equity supervisor and the consumer and homemaking program manager.

Program development, program improvements, curriculum, and other ancillary services

Course content standards

Course Content Standards offer a foundation on which curriculum can be built and are constructed to provide direction in curriculum planning. The standards include the foundation and preparatory skills determined necessary for students to develop in program areas. Academic and Workplace skills necessary for students to possess were added to the course content standards.

Efforts during the 1993-1994 program year were concentrated on providing inservice training to consumer and homemaking teachers on the use of the guides. Hands-

on activities correlating academic and vocational competencies were demonstrated. Inservice training was conducted in the 15 regions that serve this program.

Vocational student organization

The STAR (Students Taking Action for Recognition) Events Handbook was disseminated during this program year. This handbook enabled students and advisers to have a better understanding of how student organization activities can and should be an integral part of the curriculum. Students develop outstanding skills in leadership and making presentations that will benefit them throughout life.

Student competency-testing program

The purpose of the competency-testing program is to assess the effectiveness of consumer and homemaking education by evaluating the product and the competencies of students who complete courses. This program is continually evaluated by deleting ineffective test items and refining other items.

Coordination with other state agencies

State and national legislation, programs such as Project SUCCESS (JOBS), Arkansas Better Chance, the federal Child Care and Development Block Grant, and an increasing realization by the public of the need for quality child care have intensified the demand for a state system to provide basic/orientation training for child care workers.

A technical committee of representatives from agencies that included the Arkansas Early Childhood Commission, Department of Human Services, Department of Health, Department of Education, Provider Centers, and Family Day Care Centers care recommended that employees in child care centers be required to complete an orientation training program at some time during the first year of employment. The State Board received a three-year grant from the Child Care and Development Block Grant to provide this training.

The training was designed to provide twenty hours of basic orientation for child care workers who have had no previous training. Individuals conducting the training must have at the minimum a Bachelor's degree in Early Childhood, K-6, or Home Economics education, and they must have participated in a training workshop. Curriculum for the training program was developed with the assistance of

an advisory committee appointed by the Arkansas Early Childhood Commission. The curriculum contains the following ten modules:

- Child Care as a Profession;
- Child Growth and Development;
- Developmentally Appropriate Practice;
- Guiding Children's Health;
- Handling Emergencies;
- Guiding Children's Safety;
- Guidance/Behavior Management;
- Communicating with Children and Parents;
- Observation/Assessment/Accountability; and
- Multicultural Diversity.

Content information, activities, resources, and support materials were developed for each module.

A total of 47 inservice training sessions were conducted during the year on the appropriate use of the curriculum. Training was provided for 790 individuals employed or seeking employment as child care workers. Twenty-hour sessions were conducted in secondary area vocational centers, postsecondary technical institutes, and community colleges. Instructors reported that 470 or nearly 60 percent of the participants completed the training.

Periodic evaluations were requested from trainers, trainees, and child care employees to determine if identified needs were met. Results of evaluations were compiled and submitted to the Arkansas Early Childhood Commission.

Program benefits

Nearly 36,000 (unduplicated) and nearly 56,000 (duplicated) males and females were enrolled in consumer and homemaking programs. Nearly one-third of the enrollees were non-white; over one-fourth academically disadvantaged. Slightly over 10 percent were identified as disabled with an IEP. The programs offered a

comprehensive, up-to-date curriculum with accompanying course content guides to aid in instruction. Extensive inservice training was provided to keep teachers current in curriculum, instructional aides and devices, equipment, and methods of teaching. An active FHA organization with 13,500 members is an integral part of the instructional program.

X. TECH-PREP

Title III, Part E funds were awarded to 13 secondary/postsecondary consortia to continue implementation activities for 2 + 2 Tech Prep Associate Degree programs.

Impact of services

Three implementation grants were continued in urban areas; ten implementation grants were continued in consortia located in rural areas.

Planning between secondary and postsecondary institutions

During year three, staff from Tech Prep consortia and representatives from local business and industry worked cooperatively on the following activities:

- Implementing the state-recommended core requirements for each occupational specialty;
- Interviewing business and industry representatives to determine the competencies that completers of the postsecondary associate degree program should possess;
- Restructuring the curriculum to meet business and industry needs;
- Aligning the content of selected secondary/postsecondary courses;
- Developing course blueprints for each occupational specialty;
- Developing individual career plan folders for Tech Prep students;
- Establishing minimum performance requirements and selecting or designing performance examinations;

- Executing articulation agreements for selected courses; and

- Examining management systems to collect data on Tech Prep students.

The course blueprints recognize the need for students to plan their sequential programs of study before they enter the 11th grade.

Benefits of Tech Prep for special populations students

The enactment of legislation proposed by the Arkansas General Assembly created a two path curriculum for all secondary students. One path includes the courses needed to prepare for college; the second path includes the technical preparation courses. Students who have traditionally elected the vocational education track will now, in all probability, elect the Tech Prep path. Many of these students have been members of special populations and continue to be in this group. State Board staff designed a sequential program of study beginning in the 5th grade. Students who declare the Tech program of study below the 11th grade, will matriculate into the Tech Prep 2 + 2 program beginning in the 11th grade.

Preparatory services

Preparatory services included outreach, recruitment, assessment, career exploration, foundation courses, programs of study, and annual reviews of individual programs of study.

Special inservice workshops were held to provide training for counselors to enable them to more effectively assist classroom teachers in providing preparatory services.

Beginning in the 8th grade, all students are given an interest inventory and learning styles assessment. The assessments are administered in the career orientation classes required for all students. Assessments are scored and evaluated by professional counselors and evaluators and the results discussed with students, teachers, counselors, and often parents before being filed in individual student portfolios. As early as the 8th grade, counselors assist students in choosing the college prep or tech prep program of studies. The assessment of interest and learning styles that occurs in the 8th grade and the development of individual programs of study have enabled students to see the value of planning for work or

continuing education at an early age. Signed programs of study based on the students' career objectives are developed which identify a sequence of required and elective courses at the secondary and postsecondary levels.

Impact on guidance counselors, teachers, and others

Secondary and postsecondary counselors who were involved in the implementation process are working with students to develop programs of study that eliminate duplication of effort. The knowledge teachers and counselors gain through inservice training is reflected in what is taught, how it is taught, and how teachers and counselors assist students in planning and recording career plans for the future. A copy of a Career Plan is included in this report.

Successful strategies and barriers in the Tech Prep program

Implementing true Tech Prep 2 + 2 programs has been a challenge for State Board staff and local recipients. The exemplary programs that have been developed during the three years that federal funds have been available for this purpose have contained the following elements:

- Strong support of secondary and postsecondary administrators;
- A clear understanding by all administrators of the Tech Prep 2 + 2 concept;
- An enthusiastic and dedicated Tech Prep program coordinator; and
- Counselors and teachers who understand and support the program.

Some of the barriers encountered in developing the Tech Prep 2 + 2 program are:

- Reluctance of administrators, counselors, teachers, and others to understand that Tech Prep is a concept that embraces selected programs at the secondary and postsecondary levels;
- The lack of a full and equal partnership among the secondary and postsecondary schools within a consortium;

- An understanding by secondary and postsecondary administrators that executing articulation agreements does not mean that a Tech Prep has been developed;

- Agreement by secondary and postsecondary faculty on the contents of the curriculum to be articulated;

- Agreement on testing for the granting of postsecondary credit; and

- Slowness in installing a computerized management system that identifies and follows students through the Tech Prep program.

A State Board Tech Prep team headed by a Tech Prep coordinator continually provided technical assistance to consortium members. Third year plans and budgets were discussed in individual meetings with the members of each consortium. Program self-evaluation instruments were developed and completed by each consortium. On-site visits, at which all parties were present, were conducted by the state team. Periodic meetings were held with all consortium members to share successes. A copy of the instrument used to evaluate programs is included with this report.

Exemplary programs

The Tech Prep consortium in Springdale, Arkansas was chosen as one of ten local consortia to participate in the in-depth study component of the national Evaluation of the Tech Prep Education Program being conducted for the U.S. Department of Education by Mathematical Policy Research, Inc.

Several Tech Prep programs are listed in the exemplary section of this report.

XI. INTEGRATING APPLIED ACADEMICS INTO VOCATIONAL EDUCATION

Activities conducted by the state in developing and implementing applied academics into vocational-technical education

The goal of the model for integrating academic and vocational education is to:

> "Advance the competencies of academic and occupational students in mathematics, science,

communications, problem solving, critical thinking, and higher order work skills."

The method used to accomplish the goal is to:

"Teach, through an applied approach, essential concepts related to the world of work in sequential, planned programs of study."

A majority of the school districts have implemented applied mathematics, applied biology/chemistry, or applied physics. The State Board of Education ruled that applied communications would be embedded in the English curriculum.

Academic and vocational education teachers continued to receive training through state and regional workshops held during the summer.

Anyone teaching an applied academics class has received a minimum of four days of training in the applied methodology and techniques for integrating academic and vocational education. The General Education Division of the Department of Education approves all applied classes before implementation, teachers are certified in the subject area being taught, and students receive academic credit for successfully completing the course.

Administrators were given permission to purchase the curriculum materials, manipulatives, and equipment needed to implement applied academics for the planned, sequential program of study. State Board staff from the Vocational and General Education Division approve the curriculum and equipment before purchase.

Local educational agency activities

At the conclusion of each program year, recipients submitted a program accountability report which described the activities conducted with federal funds provided by the Act. Excerpts from these reports are included in the following paragraphs:

"The staff of the "Connections" class were presenters at the SREB High Schools That Work Conference. The connections class is taught in a two-hour black and integrates business, social studies, and English. Classes were taught jointly by teachers from academic and vocational areas. Requests to enroll exceeded the capacity of the class.

"In response to a request from local industry for future employees who could communicate with Spanish-speaking workers, an integrated, team teaching effort was implemented by the agriculture, business, and Spanish instructors."

"Integration of academic and vocational education showed great progress. The tech prep core curriculum, including applied academic courses, were completely implemented. The one thing that was of great success this past year was the development and involvement in Career Action Plans (CAP) of teachers, students, and parents. Teachers met with parents and students so all parties would understand and would be involved in course selection and be able to discuss career information. A folder was designed for each student containing information to aid students in making educational plans. Parents were very excited about their involvement in designing student educational plans."

"Progress continued to integrate academic and vocational education and to implement the tech prep core curriculum. The vocational curriculum has been aligned to include seven programs of study on the high school campus and three concurrent credit programs of studies on the ___ Community College campus.

"All applied academic courses have been implemented. Principles of technology, applied math II and applied biology/chemistry II were added to the curriculum. Applied communications has been embedded in the language frameworks.

"All secondary faculty participated in a preschool tech prep inservice. The basic tech prep principles, curriculum, and methods and techniques of integration were presented. Five teachers attended applied math training, one attended applied biology training, and one attended principles of technology training. Several vocational teachers and counselors attended various conferences on tech prep issues. Three teachers traveled to Oklahoma State University, Okmulgee, for a tour of the technical center. Some of the most intense inservice has been through teachers sitting in on presentations of the tech prep program to individuals classes. Teachers have gained a broader understanding of tech prep and integration through class discussion among their students. Teachers continued to share projects and assignments as methods of integration."

"Twenty-two teachers volunteered a week during the summer to attend professional staff development to develop projects to integrate the curriculum. The local Chamber of Commerce and local businesses supported the effort. Some of the group participated in an Educators in Industry program. The purpose of this program was to acquaint teachers with the local employment needs."

A copy of a newspaper used during pre-registration was published by a rural school located in the eastern Arkansas delta region. Numerous articles described the applied academics and vocational education offerings providing information on careers. A copy of this publication is included with this report.

High Schools That Work Model

High Schools That Work (HSTW) is a far-reaching educational model designed to raise the achievement of career-bound students by blending vocational and academic education in an environment which expects and supports mastery of challenging course content by all students. Local sites, school districts, and states which embrace the model have joined together in a multi-state network to learn together and work together to recreate high schools. HSTW is a program of the Southern Regional Education Board - State Vocational Education Consortium.

During program year 1992-1993, the State Board agreed to participate in this innovative program. During the first year of the program, efforts were concentrated on selecting sites and planning future strategies. Twenty high schools in 18 school districts responded to an invitation to become part of this network. Planning teams comprised of superintendents, principals, counselors, academic and vocational teachers, postsecondary representatives, and tech prep coordinators participated in the Site Development Plan Workshop conducted by State Board staff. Small groups from each site worked cooperatively to develop a site development plan aimed at implementing essential practices for changing:

- What students are taught;
- How students are taught;
- What schools expect of students; and
- How academic and vocational teachers relate to each other and to the students they teach.

To support the districts in their efforts and to provide statewide leadership, an executive council of participating schools was formed. Members of the council included an administrator from each site, postsecondary administrators, and industry representatives.

The council agreed to meet periodically to provide inservice in important areas and serve as a forum for innovative ideas and proven practices.

HSTW sites commit to two types of activities: "Scorekeeping" and "Direction and Development." Scorekeeping involves periodic assessment of student achievement and evaluation of the whole educational experience as perceived by various groups of stakeholders. Direction and development includes activities which relate directly to planning and implementing change for improvement.

During the planning year, the selected sites collected data through the administration of the National Assessment of Educational Progress (NAPE) to vocational completers, teacher and student surveys, and through transcript evaluations. This data serves as a benchmark against which each site will measure progress in future years. The data also allows sites to measure their progress against other sites as well as the SREB goals. The first report of the NAPE assessment of vocational completers in Arkansas revealed that 5 of the 20 sites surpassed SREB goals in one or more areas of reading, math, and science.

Every other year each HSTW site is visited by a technical assistance team which evaluates the progress the site has made in achieving the goals of the program and identifies ways in which the site can build upon existing strengths and implement additional steps to raise student achievement.

Three types of teams conducted the High Schools That Work technical assistance visits:

- SREB-led teams - led by a representative of SREB;
- Out-of-state-led teams - led by a HSTW representative from a nearby state; and
- In-state-led teams - led by a HSTW representative within the state.

Each team is composed of a least four members in addition to the team leaders. These members will normally include a superintendent from another HSTW site, a high school principal or vocational director from another HSTW site, a private sector representative from a local business or agency which has a vested interest in the graduates, and a postsecondary representative from an institution which is working with the high school through Title III, Part E, Tech Prep, Apprenticeship, or in an advisory capacity. State Board staff may also be a part of the team. Technical assistance visits not only provide helpful information to schools, they also serve as a vehicle for sharing information about outstanding practices. Leaders from sites visited report the visit as being one of the most helpful processes in which they have been involved.

Four of the sites were selected by SREB to participate in the High Schools That Work demonstration projects listed below:

- Springdale and Osceola planned and implemented Youth Apprenticeship/Workbased Learning programs;

- Pine Bluff developed a comprehensive integration demonstration project with the goal of becoming a training site for other sites; and

- Rogers served as the Arkansas nucleus for training sites to participate in the Reading For Learning Staff Development Teleconference Program.

- Reading for Learning is a program designed to help vocational and academic teachers increase student comprehension, problem solving, and critical thinking skills by integrating a sequence of Reading For Learning strategies across the curriculum. Twelve sites in Arkansas have participated in this program.

The 20 sites participating in High Schools That Works are listed as exemplary programs in Section XIV of this report.

XII. GUIDANCE AND COUNSELING

Career guidance and counseling was a strong component of vocational education and was provided at all educational levels for all segments of the population. State special

needs funds were used for counselor positions in eight secondary area vocational centers.

Each area vocational center counselor led a team comprised of special education teachers, academic and vocational teachers, specialists, and other professionals whose mission is to enhance the success of students having special needs who were enrolled in the center.

Counselor activities at the area vocational centers included recruitment activities designed to improve access to vocational education programs for:

- 453 Disabled individuals;
- 1,102 Academically disadvantaged individuals;
- 3 Limited English proficient individuals;
- 96 Non-traditional individuals;
- 335 Follow-up contacts with vocational programs completers; and
- 197 Inservice training sessions were conducted for professional and paraprofessional personnel.

Counselors at the education cooperatives and in some local school districts were responsible for facilitating, planning, and implementing vocational assessment and evaluation and for providing support services for students who were members of special populations.

The following statistics are provided to support counseling activities for students enrolled in vocational education programs:

- A total of 35,800 were identified as members of special populations;
- Career interest inventories were administered to 24,055 students;
- Learning styles inventories were administered to 24,475 students;
- Vocational (full battery) assessments were administered to 13,005 students;

- Evaluation reports of vocational assessments were prepared and presented to counselors, students, and parents;

- Career Development Plans were prepared for 15,900 students;

- Individualized Written Vocational Plans (IWVPS) were written for 3,126 academically disadvantaged students;

- Transition plans were developed for 1,638 disabled students; and

- Vocational components of the Individualized Education Plan (IEP) were written for 1,294 disabled students.

State Occupational Information Coordinating Committee activities

An extensive revision to the Arkansas Occupational and Education Information System (AOEIS) continued during the program year. Enhancements to the system included:

- Approximately 30 emerging occupations have been added to the occupations database;

- School subjects were updated to include the applied academic courses implemented for tech prep;

- Tech prep programs of study were listed related to each occupation; and

- Statistical data have been updated for occupational projections, occupational salary information, and postsecondary tuition and room and board costs.

Distribution continued of a free, software package developed through the ASOICC that provided information on training programs in Arkansas, Missouri, Tennessee, Mississippi, Louisiana, Texas, and Oklahoma. The Arkansas State Training Inventory (ASTI), a computerized database system, allows users to identify schools and the programs they offer by selected geographic area.

The ASOICC participated in the national teleconference "Career Counseling for Change: Helping Students Transition from School to Work. The establishment of five host sites in the state gave the ASOICC an opportunity to work closely with the counselor education community. Counselor educators from three universities were used as local facilitators at host sites.

Recognizing the need for a comprehensive career development plan for the state's secondary school system, the Arkansas Counseling Association has proposed that the National Career Development Guidelines be adopted for our state. The ASOICC has provided the association representatives with the handbooks, trainer's manual, and video, as well as brochures that can be used to promote and provide information on the guidelines. It is planned for the career counseling educators to utilize the "Get A Life" Personal Planning Portfolio which links the National Career Development Guidelines with the Comprehensive Developmental School Counseling program model. Each educational cooperative area in the state has a set of "Get A Life" materials that can be copied for use with students.

The ASOICC produces the career information newspaper, Arkansas Career Watch. A supply of newspapers was sent to secondary and postsecondary counselors, adult education centers, rehabilitation offices, and others involved in providing career guidance services. A copy of this newspaper is included with this report.

XIII. REPORT OF DESIGNATED RESPONSIBILITIES SUBMITTED TO THE STATE BOARD BY THE STATE BOARD OF HIGHER EDUCATION

The State Board of Higher Education (SBHE) is responsible for the administration of 22 two-year, postsecondary institutions and branch campus sites. Inasmuch as these institutions are eligible to receive funds under Title II, Part C of the Act, responsibility for administering programs and providing leadership activities to the eligible institutions has been transferred to the SBHE. The responsibilities that have been delegated are contained in a Memorandum of Understanding entered into by the State Board and the SBHE.

Performance standards and core measures

Performance standards and core measures relative to postsecondary technical and community college programs

supported by Title II, Part C of the Act have been developed and are scheduled for implementation as follows:

1992-1993	Educational attainment Job/work skill attainment
1993-1994	Occupational competence Employment attainment

The division of Title II, Part C monies from which the postsecondary share was determined was based on the proportion of students enrolled in secondary and postsecondary vocational and technical education programs. A change in the manner in which postsecondary enrollments were determined impacted the eligibility of these institutions to receive local grants. Only eight of the 22 institutions were eligible to receive a local grant in 1993-1994. Since the performance standards and core measures apply only to programs, services, and activities supported by Title II, Part C of the Act, the implementation of the performance standards and core measures at institutions which did not receive a grant in 1993-1994 has been delayed.

Implementation of the performance standards and core measures at the institutions which did receive a local grant is on schedule. These institutions submitted data relating to the first two measures for both 1992-1993 (baseline) and for 1993-1994. This data indicated that substantial progress toward meeting statewide minimum performance levels had been achieved in the programs supported by Perkins Act funds at each of these institutions.

Programs, services, and activities

Size, scope, and quality

Perkins funds were used to support only those programs that were of sufficient size, scope, and quality to produce positive programmatic change. Only those institutions that had a number of Pell and BIA Grant recipients sufficient to generate a minimum grant of $50,000 received an entitlement. The number of Pell and BIA Grant recipients is an indicator of need as well as of the institution's size and scope.

Programs serving the largest proportion of special population students were given the highest priority to receive benefits. Higher enrollment programs were given priority over those with lesser enrollments.

Some entitlements were used to fund programs and services to the entire population of vocational students within an institution who needed the services provided in individualized learning laboratories.

Program effectiveness was assured by entrance placement based on diagnostic testing and by academic advising that ensured students were enrolled in coherent sequences of courses.

Integration of academic and vocational education

Occupational programs of study at each of the institutions lead to the award of either the Associate of Applied Science Degree or to a Technical Certificate. Program completers graduate with one or the other of these credentials. Both of these two designations require the completion of a sequence of academic and occupational courses which, as a whole, address the skills essential to on-the-job success in the chosen career field.

The SBHE describes the Associate of Applied Science degree as a:

> ". . . planned, integrated sequence of classroom and laboratory experience at the postsecondary collegiate level, two years in length, designed to prepare men and women for a wide range of job opportunities in well-identified fields of technology. The program of instruction normally includes studies in mathematics; the science inherent in the technology; and selected skills, materials, processes, and systems commonly used in the technology. Technical education programs provide intensive training in a field of specialization and include communication skills and computer literacy as well as general education studies. Instruction in technical programs emphasizes principles involved in analyzing and solving problems . . . within the technology rather than specific techniques or skills."

It is recommended that at least 25 percent of all the semester credit hours required for the Associate of Applied Science degree be in general academic education or related support courses. A minimum of 15 hours must be distributed among the academic areas of mathematics, social sciences, computer fundamentals/applications, and English or writing.

In addition, the SBHE describes the Technical Certificate as:

> ". . . a planned and coherent program of classroom and laboratory/shop work at the collegiate level. It recognizes the completion of a specified level of competency in an occupational field. The program of study may be part of an Associate of Applied Science degree program or it may be a stand-alone program. The curriculum requires a demonstration of competency in communications (oral and written), mathematics, and other general education disciplines essential to success in the career field."

Each of the institutions that received funding under Title II, Part C of the Act used a portion of those funds to integrate academic and vocational education/instruction in other more individualized and sometimes unique ways.

- Two institutions installed computer-based, self-study laboratories that were used in support of occupational students working to upgrade basic skills in reading, writing, and mathematics. Funds were used at two other institutions to expand the capacity of similar facilities. In each instance, these laboratories utilized professional and/or peer tutors as well as computer-assisted instruction.

- Counseling and support services to students with basic skills deficiencies were strengthened at one institution with the addition of BASE and BASEMATE software. These software packages link ASSET and TABE test scores to prescribe courseware in the areas of reading, mathematics, language and writing skills.

- Another institution has just completed the third of a five-year, institution-wide curriculum revision plan. At the heart of this endeavor is a drive to ensure integration of academic and vocational education as a high institutional priority. One unique feature of this activity is the identification of college-wide general education competencies that are included in programs of study for the various Associate of Applied Science degrees and Technical Certificates.

Participation of special populations students

Students who were members of special populations at all of the sites receiving funding under the Act were provided the supplementary and/or special services necessary to assure access and participation opportunities equal to those of persons who were not members of special populations.

- One institution added a paraprofessional position to assist the counselor of special population students. This position absorbed much of the routine work load and freed the counselor to provide additional and more in-depth services to students.

- At least four institutions installed or expanded their learning laboratories which enabled them to provide additional services to special populations students who were in need of basic skills remediation. These laboratories provided alternative materials for learning, writing centers, tutoring services, notetakers to assist the visually impaired, and interpreters. They were equipped with special computer software specifically designed for use by special populations students.

- Numerous professional positions were funded to support special populations students including a career counselor, a financial aid officer, and a job placement officer.

- Information regarding issues such as child care, transportation, financial aid, and special learning aids was made available to special populations students in a variety of formats.

- Services available from other federal and state agencies, social service agencies, and community-based organizations were coordinated and information regarding those services was made available to special populations students.

- Special accommodations and facilities were provided for students with physical disabilities.

- All students were administered a diagnostic test to determine placement into developmental courses in reading, English, and/or mathematics.

Proper placement of special populations students in academic and/or developmental programs increases the opportunity for these students to receive instruction appropriate to their individual needs and greatly enhances their chances for success.

State Leadership and Professional Development

Requests for Proposals (RFPS) for professional development grants under Title II, Part A of the Act were issued to the SBHE-controlled institutions. The RFP required that:

- Eligibility be limited to institutions which had a current Title II, Part C entitlement;
- Professional development opportunities be limited to faculty/professional staff who were involved in the implementation of the institution's Title II, Part C entitlement;
- The goals of the professional development activities further the integration of academic and vocational education; and
- The grant activities further the achievement of the overall goals and objectives of the local application.

Proposals were received from four of the eight institutions and grants ranging from $7,000 to $10,000 were awarded.

XIV. EXEMPLARY PROGRAMS

Criminal Offenders in Corrections Institutions

Department of Correction

Tech Prep

Mississippi County Community College; Osceola High School; Delta Technical Institute; and Cotton Boll Technical Institute

Blytheville, Osceola, Marked Tree, and Burdette

Rogers High School; Northwest Arkansas Community College; and Northwest Technical Institute

Rogers, Bentonville, and Springdale

Springdale High School; Northwest Arkansas Community College; and Northwest Technical Institute

Springdale, Bentonville, and Springdale

High Schools That Work

Batesville
Bentonville
Central High School, West Helena
Fayetteville, East and West Campus
Fort Smith, Northside and Southside
Hamburg
Jonesboro
Lake Hamilton
Lee County, Marianna
Lincoln
Malvern
North Little Rock
Osceola
Pine Bluff
Rogers
Springdale
Stuttgart
Wynne

SECONDARY ENROLLMENT
State: Arkansas

Period report covers: July 1, 1993 - June 30, 1994
Name: Doris Stewart
Phone: 501/682-1640

OCC PROGRAM AREA	UNDUPLICATED ONLY			UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES)								
	TOTAL ENROLL	TOTAL		REGULAR VO-TE-ED	DIS-ADV	LEP	DIS-ABLED	(CORR)	SP/DH /SPW	(SEX EQ NON-TRAD)	(ADULT)	COMP-LETER
		Male	Female									
AGRICULTURE	16,173	12,765	3,408	10,007	4,272	33	1,861	0	0	3,408	68	2,651
MARKETING	1,586	644	942	1,067	443	16	60	0	0	0	0	1,062
TECHNICAL	1,086	743	343	813	250	3	20	0	0	0	24	203
CONSUMER/HOMEMAKING	35,716	13,716	22,000	22,024	9,567	165	3,960	0	0	0	107	0
OCC HOME ECONOMICS	1,543	448	1,095	927	451	12	153	0	0	0	40	712
TRADE AND INDUSTRY	13,386	10,533	2,853	8,129	3,599	72	1,586	0	0	2,853	668	2,282
HEALTH	681	159	522	395	220	1	65	0	0	159	20	172
BUSINESS	56,217	24,140	32,077	41,160	11,084	363	3,610	14	0	0	2,368	9,812
TECHNOLOGY ED/IND ARTS	0	0	0	0	0	0	0	0	0	0	0	0
CAREER ORIENTATION	20,439	10,672	9,767	14,447	4,085	78	1,829	0	0	0	0	0
OTHER	6,598	3,878	2,720	1,573	3,745	33	1,247	0	0	0	0	0
GRAND TOTAL	153,425	77,698	75,727	100,542	37,716	776	14,391	(14)	0	(6,420)	(3,295)	16,894

SECONDARY ENROLLMENT
State: Arkansas

Period report covers: July 1, 1993 - June 30, 1994
Name: Doris Stewart

Phone: 501/682-1640

OCC PROGRAM AREA	UNDUPLICATED ONLY			UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES)									
		TOTAL		LINKAGE				PLACEMENT					
	TOTAL ENROLL	Male	Female	TECH-PREP	CO-OP	APPR	WK-STDY	CONT ED	EMPLOYED R'LTD	EMPLOYED OTHER	MILITARY	OTHER	CURRENT TEACHERS
AGRICULTURE	16,173	12,765	3,408	2,378	89	0	0	724	696	309	140	394	258
MARKETING	1,586	644	942	128	933	0	0	467	232	63	48	159	38
TECHNICAL	1,086	743	343	152	0	0	0	0	0	0	0	0	84
CONSUMER/HOMEMAKING	35,716	13,716	22,000	2,262	0	0	0	0	0	0	0	0	476
OCC HOME ECONOMICS	1,543	448	1,095	265	296	0	0	204	114	86	19	157	92
TRADE AND INDUSTRY	13,386	10,533	2,853	2,066	209	0	0	483	276	275	112	438	313
HEALTH	681	159	522	174	0	24	0	60	16	21	2	33	20
BUSINESS	56,217	24,140	32,077	4,405	390	5	0	4,346	670	940	301	1,614	723
TECHNOLOGY ED/IND ARTS	0	0	0	0	0	0	0	0	0	0	0	0	0
CAREER ORIENTATION	20,439	10,672	9,767	896	0	0	0	0	0	0	0	0	350
OTHER	6,598	3,878	2,720	470	1,934	0	0	372	370	196	47	219	306
GRAND TOTAL	153,425	77,698	75,727	13,196	3,851	29	0	6,656	2,374	1,890	669	3,014	2,660

POSTSECONDARY ENROLLMENT
State: Arkansas

Period report covers: July 1, 1993 - June 30, 1994
Name: Doris Stewart

Phone: 501/682-1640

CIP CODE AND NAME	UNDUPLICATED ONLY TOTAL ENROLL	TOTAL Male	TOTAL Female	UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES) REGULAR VO-TE-ED	DIS-ADV	LEP	DIS-ABLED	(CORR)	(SP/DH /SPW)	(SEX EQ NON-TRAD)	(ADULT)	COMP-LETER
AGRICULTURE	55	15	40	11	44	0	0	34	1	0	0	0
MARKETING	3	1	2	(2)	3	0	2	0	0	0	0	0
TECHNICAL	1,025	823	202	746	233	2	44	0	1	202	599	119
CONS/HOMEMAKING ED	10	0	10	10	0	0	0	0	0	0	10	0
OCC HOME EC	796	117	679	737	56	0	3	0	2	117	717	66
TRADE & INDUSTRY	3,757	3,184	573	2,613	1,074	5	65	426	8	573	1,402	541
HEALTH	3,864	1,843	2,021	3,414	430	4	16	0	17	0	2,722	599
BUSINESS	3,304	919	2,385	2,558	643	6	97	64	32	0	1,820	274
OTHER	3,126	1,366	1,760	2,896	224	1	5	0	188	0	3,123	0
GRAND TOTAL	15,940	8,268	7,672	12,983	2,707	18	232	524	249	892	10,393	1,599

POSTSECONDARY ENROLLMENT
State: Arkansas

Period report covers: July 1, 1993 - June 30, 1994
Name: Doris Stewart

Phone: 501/682-1640

OCC PROGRAM AREA	UNDUPLICATED ONLY			UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES)									
	TOTAL ENROLL	TOTAL		LINKAGE				PLACEMENT					CURRENT TEACHERS
		Male	Female	TECH PREP	CO-OP	APPR	WORK STUDY	CONT ED	EMPLOYED R'LTD	EMPLOYED OTHER	MIL	OTHER	
AGRICULTURE	55	15	40	55	0	0	0	0	0	0	0	0	5
MARKETING	3	1	2	3	0	0	0	0	0	0	0	0	1
TECHNICAL	1,025	823	202	363	0	63	0	17	66	15	1	29	44
CONS/HOMEMAKING ED	10	0	10	0	0	0	0	0	0	0	0	0	1
OCC HOME EC	796	117	679	79	0	0	0	1	39	2	0	24	15
TRADE & INDUSTRY	3,757	3,184	573	1,927	0	428	0	39	346	55	1	102	156
HEALTH	3,864	1,843	2,021	1,062	0	80	0	36	452	30	1	83	105
BUSINESS	3,304	919	2,385	1,484	0	0	0	20	139	31	1	87	103
OTHER	3,126	1,366	1,760	3	0	0	0	0	0	0	0	0	48
GRAND TOTAL	15,940	8,268	7,672	4,976	0	571	0	113	1,042	133	4	325	478

OMB No. 1830-0503
Exp. 01-31-97
Page 1

POSTSECONDARY ENROLLMENT

Period report covers: 1993-1994

State Arkansas

Name Arkansas Dept. of Higher Education

Ph: (501)324-9300

OCC PROGRAM AREA	UNDUPLICATED ONLY			UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES)								
	TOT ENR	TOTAL		BEG VO-TE ED	DIS-ADV	LEP	DIS-ABLED	CORR	SP/DH /SPW	SEX EQ (NON-TRAD)	ADULT	COMP-LETER
		Male	Female									
AGRICULTURE	3	3		3								
MARKETING	260	92	168	39	12 (74)				8	(27)	171 (89)	1 (8)
TECHNICAL	426	255	171	99 (18)	217 (54)	1 (1)	8 (9)		6 (5)	25 (70)	107 (28)	34 (1)
CONS/ H'MKING ED												
OCC HOME EC												
TRADE & INDUSTRY	1028	881	147	260 (213)	325 (232)	22 (27)	29 (37)		68 (89)	39	579 (493)	140
HEALTH	3853	669	3184	620 (355)	1351 (1227)	28 (36)	44 (37)		319 (357)	581 (85)	1815 (1563)	372 (68)
BUSINESS	2438	659	1779	522 (199)	731 (524)	14 (19)	53 (39)		152 (119)	33 (218)	1139 (830)	134 (21)
TECH ED/I A												
GRAND TOTAL	8008	2559	5449	1543 (785)	2636 (2111)	65 (83)	134 (122)		553 (570)	678 (400)	3811 (3003)	681 (98)

OMB No. 1830-0503
Exp. 01-31-97
Page 2

POSTSECONDARY ENROLLMENT

Period report covers: 1993-1994

State Arkansas

Name Arkansas Dept. of Higher Education

Ph: (501)324-9300

OCC PROGRAM AREA	UNDUPLICATED ONLY			UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES)									
				LINKAGE				PLACEMENT					CURRENT
	TOT ENR	TOTAL						CONT ED	EMPLOYED		MIL	OTHER	TEACHERS
		MALE	FEMALE	TECH PREP	CO-OP	APPR	WK STDY		R'LTD	OTHER			
AGRICULTURE	3	3											
MARKETING	260	92	168	9	4		(5)						12
TECHNICAL	426	255	171	2	5		19	12 (2)	10 (9)	13 (11)		5 (16)	17
CONS/ H'MKING ED													
OCC HOME EC													
TRADE & INDUSTRY	1028	881	147	24	37 (31)	15 (21)	11 (16)	23 (48)	130 (130)	139 (181)	3 (5)	86 (119)	39 (1)
HEALTH	3853	669	3184	192	128 (65)	38 (55)	51 (36)	58 (40)	217 (165)	282 (390)	12 (15)	343 (480)	74
BUSINESS	2438	659	1779	66	37 (20)	3 (5)	41 (30)	84 (60)	86 (80)	194 (212)	4 (4)	134 (161)	65
TECH ED/I.A.													
GRAND TOTAL	8008	2559	5449	293	211 (116)	56 (81)	122 (87)	177 (150)	443 (384)	628 (794)	19 (24)	568 (766)	207 (1)